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ABSTRACT

The Career Opportunities Program (COP) provides individuals from low income communities an opportunity to acquire work and academic experiences that would help them qualify for a better career in education or a related field. Since 1970, 348 persons have been successfully admitted in the University-based program. At reporting time, 131 (38 percent) had graduated from college; 111 (30 percent) had withdrawn. COP trainees serve elementary schools and Get Set Centers, providing small group and individualized instruction. Survey data is reviewed and tabulated, providing information about COP trainees, the kinds of services they provided, the relative changes of their roles in the classrooms, their perceptions of the program, and reactions of cooperating principals and teachers. The cooperating principals, although agreeing that the performance and service of the trainees was excellent and the program good for training future teachers, felt that scheduling should be coordinated through the schools. The trainees felt a need for a better communication system and more counseling. It was concluded that: the program was successful in attracting participants from low-income communities; the participants played an important role in their assigned schools and day care centers; and that the participants were able to master the academic coursework required. (Author/HW)

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1973-1974 EVALUATION OF THE CAREER OPPORTUNITIES PROGRAM

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Report #7519

Instructional Research and Evaluation Services

Office of Research and Evaluation

SCHOOL DISTRICT OF PHILADELPHIA

August 1974

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ABSTRACT

The Career Opportunities Program (COP) provides individuals from low-income communities an opportunity to acquire work and academic experiences that would help them qualify for a better career in education or a related field. Since 1970, 348 persons have been successfully admitted in the program. To date 131 (38%) have graduated from college; 111 (32%) have withdrawn.

COP Trainees serve elementary schools and Get Set Centers. The Trainees provide small group and individualized instruction. The principals and teachers of the participating schools agreed that the performance and service of the Trainees were excellent.

The cooperating principals, although agreeing that the program was good for training future teachers, felt (1) that the scheduling of Trainee service should be coordinated through the schools. The Trainees felt a need for a better communication system and more group counseling.

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The Career Opportunities Program (COP) is a work-study program designed to assist individuals from low-income circumstances find opportunities for new career patterns. Participants in the program, COP trainees, consist of auxiliary personnel employed by the School District (i.e., Aides) and personnel recruited from the Model Cities community. The program also incorporates the career ladder concept which facilitates the upgrading of personnel into higher job level assignments (contingent upon the successful completion of college course work).

COP trainees receive work experiences in the elementary schools and Get Set Day Care Centers in Philadelphia. The COP trainees serve as part of the instructional team in the elementary schools and Get Set Day Care Centers to which they are assigned. The COP trainees serve as instructional aides who bring both rich background experiences for the children and more highly trained assistance for the classroom teacher.

COP trainees receive study experiences through their participation in undergraduate programs at one of three local colleges: Gabriel College, Community College of Philadelphia, Temple University. As undergraduate students enrolled in a pre-education curriculum, the COP trainee is expected to conform to the regulations of the institutions and to maintain an acceptable grade point average.

EXPECTED OUTCOMES

It is expected that the educational opportunities for preschool and elementary school children will improve as the results of having more qualified aides assist in small group and individualized instruction. It

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TABLE 4

Initial and Changes in Classroom Responsibilities and/or Duties Assigned to COP Trainees by Their Cooperating Teachers

Assignments and/or Duties Performed by COP Trainees	Number of Cooperating Teachers	Percentage of Teachers Making the Assignment
Initial Classroom Responsibilities[a]		
Individual and small group instruction in reading and mathematics	30	100%
Supervise some whole class and/or independent activities (i.e., story telling, play)	19	63%
Prepare and use audio-visual and instructional materials (i.e., filmstrips, bulletin boards)	15	50%
Maintain daily and monthly attendance records	9	30%
Plan and demonstrate lessons (i.e., readiness activities, circle time)	8	27%
Monitoring halls, gym, entrances, etc.	3	10%
Change in Duties as Result of More College Credits[b]		
Increased length and level of teaching assignments (i.e., social studies, whole class)	12	--
Given more professional responsibility	9	--
Plan and demonstrate lessons	8	--

[a]Four-fifths (N = 24) of the Cooperating Teachers indicated that the COP Trainees were involved in planning classroom activities.

[b]More than two-fifths (N = 17) of the Cooperating Teachers indicated that they had changed significantly the assigned role and responsibilities and/or duties of their COP Trainee(s).

TABLE 5

Cooperating Teachers' Ratings of the Classroom Performance of Active COP Trainees

Rating Categories	Number of Cooperating Teachers	Percentage of Teachers Making Rating
Excellent	16	52%
Good	13	42%
Fair	2	6%
Poor	-	-
Total	31[a]	100%

[a]One Cooperating Teacher rated a previous COP Trainee.

for extending the instructional time for the pupils and for increasing the quality of their education. Therefore, the objective for the encouragement of individualized and/or small group instruction was achieved.

Objective 2: To provide previously denied individuals from low-income communities an opportunity to obtain success in a new career choice.

As of May 1974, 348 individuals from low-income communities have participated in the Career Opportunities Program. A listing of the composition of the participants, as of May 1974, is presented in Table 6. In the Table we see that 130 of the Trainees were from the Model Cities community and 218 were from the In-house program of the Philadelphia School District. Of the 348 Trainees, about one third had graduated from the program; and one third were still active. At present there are more In-house than Model Cities participants. However, over the course of the

TABLE 6

Status of 348 Trainees Enrolled in the Career Opportunities Program (COP) Since July 1970[a]

Status Category	All Trainees		Model Cities Trainees		In-House Trainees	
	#	%	#	%	#	%
Active	111	31.9	46	35.4	65	39.8
Resigned/ Terminated	106	30.5	50	38.4	56	25.7
Graduated	131	37.6	34	26.2	97	44.5
TOTAL	348	100.0	130	100.0	218	100.0

[a]Totals as of May 1974.

program, more of the Model Cities applicants have resigned from the program than In-house applicants. Consequently, the majority of the graduates from the program were In-house Trainees.

Characteristics of the Trainees

To obtain a better picture of the Trainees, a more detailed study was made of their biographical data, school service performance, and undergraduate achievement. A survey was developed and distributed to Trainees still in the program (Active) and those who had graduated (Graduates). The Active group was subdivided into regular Active Trainees and those involved in the Linkage Program. A separate analysis was made of the records of those Trainees who had resigned from the program.

Of the surveys sent, 40% of the Active group was returned and 12% of the Graduates. Table 7 summarizes the biographical data gathered from

TABLE 7

Biographical Data of Active, Linkage, and Graduate Trainees of the Career Opportunities Program

Trainee Status	Sex		Marital Status			Previously Employed?	
	Male	Female	Married	Single	Divorced/ Separated	Yes	No
Active (N=35)	6	29	15	10	10	33	2
Linkage (N=10)	1	9	7	3	--	9	1
Graduate (N=16)	--	16	14	--	2	13	1
TOTALS (N=61)	7	54	36	13	12	55	4

the survey forms. Of the 61 cases studied, 54 were female and seven were male. Thirty-six were married; 13 were single; 13 were separated or divorced. Fifty-five had been previously employed and four had not.

In the survey the Trainees were asked to give two reasons why they had joined the program and two reasons why they decided to continue. Table 8 summarizes the reasons the Trainees gave for joining the program. The two most frequent reasons given were (a) to get a better job (74%) and (b) to fulfill a personal commitment (46%). The Trainees, however, were divided on the reasons why they decided to continue. Equal percentages said that they continued because they either desired to help and/or work with children (36%) or because they had a chance to receive a free education (34%). About one sixth (16%) of them said that they continued because the program would lead to a better job.

TABLE 8

Summary of Reason Active, Linkage, and Graduate COP Trainees Gave for Joining and Remaining in the Program

Trainee Status	Reasons Given for Joining the Program			Reasons Given for Remaining in the Program			
	Higher Salary	Self Improvement (Better Job)	Fulfillment of a Personal Desire/ Commitment	Desire to Help/Work with Children	Free Education	Improved Employment Opportunity	Intrinsic Values
Active (N=35)	12	24	15	15	9	2	--
Linkage (N=10)	2	4	8	3	3	2	--
Graduate (N=16)	8	13	5	4	9	6	2
TOTAL (N=61)	22 (36%)[a]	45 (74%)	28 (46%)	22 (36%)	21 (34%)	10 (16%)	2 (3%)

[a]Percentages, shown in parentheses, indicate the proportion of the total sample who gave the corresponding reason(s).

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The pattern of responses to the questions perceived within the three groups with the majority of the trainees in each category indicating that they had joined to get a better job, but remained because of the services they provided for the children or to take advantage of the free education.

The trainees were also asked to give two major benefits they had received from being in the program. These data are summarized in Table 9.

TABLE 9

Perceived Benefits Active, Linkage, and Graduate CDP Trainees Received From the Program

Trainee Status	Benefits Derived From Program			
	Increase in Salary	Opportunity to Achieve Higher Level of Education	Opportunity to Obtain a Higher Level of Employment	Intrinsic Value(s): Service to Children
Active (N=35)	8	18	9	21
Linkage (N=10)	2	11	1	6
Graduate (N=16)	8	10	11	9
TOTAL (N=61)	18 (30%)[a]	40 (70%)	21 (34%)	36 (60%)

[a]Percentages, shown in parentheses, indicate the proportion of the total sample who identified with the corresponding program benefit(s).

Most of the trainees (70%) felt that the greatest benefit they had received from the program was the opportunity to achieve a higher level of education. Their second choice (60%) was the personal rewards they were receiving from the kinds of services they were giving to the children.

fyle for third place was an opportunity to obtain a better job (6%) and an increase in salary (6%).

The only interesting difference that occurred between the total responses and the individual groups occurred in the Native group. Here the trainees were divided between the opportunity to increase their level of education (4%) and to provide service to the schools they served (3%). Objective 3: To facilitate and provide for staffing patterns which support and support the learning of children.

The majority of the trainees (78%) in the program had been participating for between three and four and one-half years. Five had been in the program for five or more years. Eleven of the 16 graduates had become experienced teachers in the School District. Table 10 gives the breakdown of these and other information. As for as time in the program, according to trainee groups, 24 (38%) of the Native group have been in the program from three to almost four and one-half years; most of the trainees in the Linkage group (56%) have been in the program from between one and two and one-half years; most of the Graduates had been in the program for an average of three and one-half years.

According to all trainees, most of them (73%) were classified as instructional aides and were assigned to individual and/or small group instruction; 15% were assigned to classroom management activities; and 12% were assigned to planning and conducting lessons. In addition, the majority (51%) were asked to monitor or supervise pupils in the yard, hallways, and lunchroom. They also were required to take attendance (32%) and to assist in the duplication of instructional materials (28%). About one fourth of their noninstructional time was spent completing

Table 10

Summary of Unified Business Practices by Oil Company, Industry, Industry Average, and Standard Deviation of Practices

	Oil Company (Company A)	Service Company (Company B)	Industry Average (Company C)	Standard Deviation (Company D)
Practice 1a: [illegible]				
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Practice 2a: [illegible]				
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Practice 3a: [illegible]				
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Practice 4a: [illegible]				
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determine the reasons given. Within each time interval, frequencies were kept of the number of times a specific reason/cause were given. Table 15

TABLE 15

Relationship Between Length of Time in the Program and the Rate of Resignation or Termination Between 1970 and 1973

Length in Program[b]	Year Leaving Program					Percentage of Total
	1970	1971	1972	1973	Total	
0- 6 months	34	9	4	2	49	44%
7-12 months	--	15	2	1	18	16%
13-18 months	--	12	8	1	21	18%
19-24 months	--	--	13	--	13	11%
25-30 months	--	--	8	5	13	11%
31-36 months	--	--	--	--	--	--
TOTAL	34	36	35	9	114	100%
% of Year's Total[a]	12%	13%	12%	3%	--	

SOURCE: 1972-1973 Report.

Note: The 1972-1973 and 1973-1974 counts differ by eight Trainees. This is probably due to the return of some of the Trainees to the program in the 1973-1974 school year.

[a]Average annual enrollment = 280.

[b]As of April, 1973.

gives the results of the first part of the analysis which was to show the length of time the Trainees stayed in the program before they left. In the Table we find that over the years of 1970 to 1972, an average of 35 Tainees left each year. In 1973, however, only nine Trainees left. When you

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consider that the average annual enrollment was 280 Trainees, the 35 who left represent an attrition or dropout rate of 12%. This attrition rate decreased to 3% in 1973. Of the 114 who left the program, 44% left during the first six months, with the largest number occurring the first year of the program. The number leaving after seven months ranged from 11% to 18%. Again the larger proportions of the withdrawals occurred in the early stages of the program.

The reasons or circumstances the Trainees gave for leaving the program are presented in Table 16. These data were summarized according to the

TABLE 16

Classification of Specific Reasons Given for Leaving the Program at Five Program Intervals

Length in Program	Reasons for Leaving Program
0- 6 months	Personal illness and/or problems (47%); no reason given (28%); unable to adjust to new schedules (13%); full-time college (12%).
7-12 months	Personal illness and/or problems (67%); absenteeism (11%); full-time college (11%); maternity (11%).
13-18 months	Personal illness and/or problems (52%); not able to locate (19%); maternity (14%); academic (5%); full-time college (4%). Note: 14% returned to program
19-24 months	Personal illness and/or problems (69%); academic (23%); maternity (4%); loss of job (4%). Note: 15% returned to program
25-30 months	Health (69%); maternity (23%); academic (8%). Note: 8% returned to program

SOURCE: 1972-1973 Report. Data covers the period of 1970 through 1973.

respective time intervals in order to find out whether the reasons given for leaving the program formed a systematic pattern. As we look across the time categories, we find that the one reason/circumstance given most often was personal illness and/or problems. This reason ranged from a high of 69% for Trainees who left after 19 months (about 1.5 years) to a low of 47% for those leaving before six months. Five of the Trainees (13%) who left before six months indicated that they were not able to adjust to the new schedule. Four of the Trainees who left between seven and twelve months in 1970 and 1971 left because they were able to go to college on a full-time basis.

Maternity leave began to become a frequent reason for those leaving after seven months. The highest percentage (23%) of Trainees leaving the program for this reason occurred in the 25 to 30 months group. It must be noted, however, that an average of 10% of the Trainees who left for this reason returned to the program. The first indication of these returnees can be seen in the 13 to 18 months time category.

Rating of Program by Trainees

All of the Trainees in the survey sample (61) were asked to rate the program. The majority of them (58%) rated the program as being excellent, 29% rated the program as being very good, and 11% rated it as being good. (See Table 17). However, they did have some recommendations for improving the program. Of their five recommendations, the need to have a more effective communication system appeared to be most crucial (22%). Trainees in all three status groups indicated that this was their greatest concern. The other four recommendations, which represent less than 6% of the group, were: More communication to the public about the program; more team counseling;

TABLE 17

Rating of the Total Program by Active, Linkage, and Graduate COP Trainbes

Trainee Status	Rating Categories			
	Excellent	Very Good	Good	Fair
Active (N = 35)	23	8	3	1
Linkage (N = 10)	4	4	2	-
Graduate (N = 16)	8	6	2	-
Total (N = 61)	35 (58%)[a]	18 (29%)	7 (11%)	1 (2%)

[a]Percentages, shown in parentheses, indicate the proportion of the total sample who made the corresponding rating.

sessions in which the Trainees are briefed on the content of their courses; more time off.

Objective 5: To increase community involvement with the participating schools.

Due to time and resource constraints, data were not gathered to measure the achievement of this objective.

Summary and Conclusions

The Career Opportunities Program was organized and implemented in 1970 to give individuals from low-income communities an opporutnity to acquire work and academic experiences that would help them qualify for a better career in education or a related field. Since that time more than 348 persons have been admitted into the program. Of this number 131 (38%) have graduated from college; 111 (32%) are still attending college; and 106 (30%) have withdrawn. The Trainees who have graduated maintained an average grade point between 3.0 and 4.0. Those who are currently attending college are in good standing. Those who withdrew from the program usually did so within their first six months and usually gave personal illness or problems as their reason for leaving. Although the candidates entered the program with regular high school diplomas, scored somewhat below an acceptable college entrance score on the School & College Ability Test (SCAT), averaged about 35 years of age, only 13 (4%) of the candidates were dropped from the program because of academic failure.

The Trainees served elementary schools and Get Set Centers. They assisted the schools and centers by working with the pupils individually or in small groups. The principals and cooperating teachers at these sites indicated that the COP Trainees were an integral part of their

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program and that, because of their additional training, they were assigned a higher level of professional responsibility. In addition, the Trainees were reported to have brought new ideas and instructional methods into the schools and made it possible for their cooperating teacher to assume a more effective leadership role.

Because of time and circumstances, a full investigation of the impact of the program on community involvement was not undertaken. However, the general comments of the school principals and cooperating teachers seem to indicate that they believe that the level of community involvement has increased.

Perceptions of the CBP Model as a Teacher Preparation Paradigm

When asked if the CBP Trainee program was a good way to train future teachers, 75% of the principals indicated that they thought the method was far superior to regular programs. They believed the CBP Trainee method was best because it would produce teachers who would be thoroughly trained in both the theoretical and practical aspects of education. The teachers from this kind of program, they indicated, would have been exposed to the kinds of pupils they would have to teach, be familiar with the operations and procedures of the school system, have opportunities to immediately put into practice, and see the consequences of various aspects of learning theory.

Those principals who either thought that they could not make a valid comparison between the Trainee programs or thought the CBP Trainee method was equal to other programs gave the following observations: "The program is too difficult for the Trainees to manage over a long period of time. The program puts their schools at a disadvantage, since they cannot

have the trainees all day. The trainees should take their courses either after school hours or at their own expense."

One of the participating universities indicated that it had made some changes in some of its admission policies, courses of study and scheduling of courses. The university was willing to accept students with deficiencies in Mathematics, Science, and/or a foreign language and to establish courses to remove the deficiencies. It was also willing to accept all transfer credits in which the trainee received a grade of C or better.

The experiences with the program gave the university an opportunity to find a meaningful way to integrate field experiences with academic work. Through the trainee program, the university was able to reshape its theoretical models and "methods" course into a more workable unit. Each of these units was so constructed that it corresponded more to real world situations and was geared to the specific age group of the children to be served. Along these same lines, the university was willing to make special arrangements of the scheduling of classes to meet the work requirements of the program.

Two direct quotations from the university sponsor are worth repeating here.

"... I consider the CEP model to be highly effective since it maximizes the principle of integration of field and academic experiences. The university has many teacher-training programs which include field components. However, the CEP model actually format provides greater opportunity for interaction with children over a long period, as well as the testing and evaluation of ideas, techniques, and skills in a living situation. This is a highly motivating design for learning since it enhances the academic scholarship and achievement.

As a whole the CEP students are a very mature, serious, and hard working group. Since most of the trainees were recruited from the ranks of

[illegible]

Some of the goals of the program were achieved. [illegible] the program was successful in attracting [illegible] from low-income communities. Of those who enrolled, more than two thirds of them pre-college participated in the program in less preparation than the college in university to which they were enrolled. Although about one third of the participants did not complete the program, only 10 of them were term failed because they could not maintain a minimum passing record.

[illegible] the participants placed a tremendous role in the instructional process in the subjects and the term courses in which they were assigned. In the majority of the cases, the participants exercised in individual and small group instruction. The science taught were often done reading and arithmetic. As the participants gained more college credits, their responsibility increased because they were capable of assuming more professional responsibility and, therefore, began to assist more groups of children, prepare and present whole lessons to the class, and perform a number of independent activities.

[illegible] the participants were able to secure the academic and grade in that of the college or university they attended. More than 90 of them maintained a grade point average of 2 or better. Although the participants who enrolled in the program had different educational background experiences, these factors did not appear to have a direct influence on their ability to succeed. However, those who had prior college credits tended to score

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[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]